Sun Valley High School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1143 S Lindsay Rd, Mesa, AZ 85204
Sun Valley Public Charter High School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS[1]

High School Achievement Profile [a]

2004-05	Performing
2003-04	Underperforming
2002-03	Alternative School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress [b]

2004-05	Met
2003-04	Not Met
2002-03	Met

School Improvement Status [b]

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator :	Mr. Joe Procopio
Schedule :	07:00 AM to 09:18 PM
Grades :	9-12
2005 Enrollment :	857
Web Address :	www.leonagroup.com
Phone Number :	(480) 497-4800
Fax Number :	(480) 497-1314
E-mail :	Joe.Procopio@leonagroupaz.com

Mission

SVHS provides a safe and supportive environment for an accelerated education. Through personalized instruction, we incorporate high academic standards with essential life skills. By meeting individual and academic needs, Sun Valley prepares students to be productive citizens.

School / Academic Goals

Ü All students will master the Arizona Academic Standards.

Ü All students will be prepared to successfully enter the job market upon graduation.

Ü All students will possess the technology skills required for success in the job-market of the post-secondary educational realm.

Enrollment

October 1, 2004 School Year Student Enrollment : 895

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 1725

Instructional Programs

- Ü Morning, Afternoon and Night Sessions
- Ü Block Scheduling
- Ü Alternative Education
- Ü Free Tutoring
- Ü Credit Recovery
- Ü Online Curriculum Available
- Ü Small Learning Community format

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/22/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Our responsibility to our parents and students is to uphold high academic standards. Communication between the school and home is open for discussion of student progress and attendance. With full-time security, we assure a safe learning environment.

Parents

Parents are provided with a parent/student contract and list of our expectations; thus any concerns regarding the student, the learning process, curriculum or discipline procedures may be addressed. Parents are encourage to communicate with their child's teachers by phone, e-mail, or campus visit.

Transportation Policy

Sun Valley High School gives bus tokens to students using the public transportation system. These bus tokens have been paid for by the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Who's Who of American Teachers	2005
Ü Chase Outstanding Principal Award	1994
Ü NCA Circle of Excellence Principal Award	

Sun Valley High School

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	132	69846	96	98	100	669	669	699	51	51	21	17	17	11	29	29	49	3	3	18
All Students (Prior Year)	147	147	65934	93	93	100	457	457	492	80	80	43	12	12	18	7	7	24	1	1	15
Female	52	52	34328	96	96	99	670	670	702	48	48	19	21	21	12	28	28	51	3	3	18
Male	80	80	35509	96	99	100	669	669	696	52	52	23	15	15	11	30	30	48	2	2	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	69	69	23363	95	96	100	658	658	680	67	67	32	13	13	16	20	20	45	0	0	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	51	51	36421	96	98	99	677	677	714	38	38	12	21	21	8	38	38	54	3	3	26
Students with Disabilities	19	19	7690	95	95	100	651	651	593	85	85	64	0	0	14	15	15	21	0	0	2
Students without Disabilities	113	113	62220	97	98	99	673	673	712	44	44	16	21	21	11	32	32	53	3	3	20
Limited English Proficient Students	12	12	5834	86	86	100	638	638	612	100	100	46	0	0	20	0	0	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	67	67	21421	82	82	92	666	666	686	58	58	35	18	18	15	23	23	43	3	3	7
Non-Economically Disadvantaged	65	65	48489	100	100	100	673	673	704	43	43	15	17	17	10	37	37	52	3	3	23

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	147	71311	98	99	100	664	664	694	13	13	7	48	48	21	36	36	63	2	2	9
All Students (Prior Year)	154	154	68162	100	100	100	473	473	509	43	43	18	33	33	24	24	24	51	0	0	8
Female	54	54	34899	98	98	100	664	664	700	11	11	5	54	54	19	29	29	66	6	6	10
Male	93	93	36430	98	100	100	664	664	688	14	14	9	45	45	22	41	41	61	0	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	75	75	24056	96	97	100	648	648	672	18	18	13	64	64	31	18	18	53	0	0	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	57	57	36841	98	100	99	683	683	713	5	5	3	35	35	12	55	55	72	5	5	13
Students with Disabilities	18	18	8021	95	95	100	643	643	590	38	38	27	46	46	42	15	15	29	0	0	1
Students without Disabilities	130	130	63379	99	100	100	666	666	707	10	10	5	48	48	18	39	39	68	3	3	10
Limited English Proficient Students	16	16	6402	94	94	100	629	629	596	38	38	25	63	63	44	0	0	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	76	76	22243	79	79	93	664	664	677	14	14	14	48	48	32	36	36	51	2	2	3
Non-Economically Disadvantaged	72	72	49157	100	100	100	662	662	702	14	14	4	48	48	16	36	36	69	2	2	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	149	70868	99	100	100	646	646	688	23	23	5	40	40	23	37	37	63	1	1	9
All Students (Prior Year)	151	151	67629	100	100	100	434	434	524	60	60	22	17	17	16	23	23	59	0	0	3
Female	55	55	34710	100	100	99	657	657	697	17	17	3	44	44	19	39	39	66	0	0	12
Male	94	94	36176	99	100	100	640	640	678	26	26	7	37	37	27	35	35	59	2	2	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	77	77	23868	99	100	100	628	628	670	34	34	9	41	41	33	24	24	55	0	0	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	57	57	36710	98	100	99	666	666	702	13	13	2	35	35	15	50	50	69	3	3	13
Students with Disabilities	19	19	7900	100	100	100	607	607	580	43	43	22	50	50	49	7	7	28	0	0	1
Students without Disabilities	131	131	63054	100	100	99	652	652	701	20	20	3	38	38	20	41	41	67	1	1	10
Limited English Proficient Students	17	17	6308	100	100	100	569	569	591	89	89	19	11	11	47	0	0	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	78	78	21994	81	81	92	651	651	673	19	19	10	42	42	36	37	37	52	2	2	3
Non-Economically Disadvantaged	72	72	48960	100	100	100	639	639	694	29	29	3	36	36	18	36	36	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	02-03	03-04	04-05
Mathematics	3	8	32
Reading	19	24	38
Writing	21	23	38

The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

Sun Valley High School

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

 The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

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Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	--	41	75	17	NA	42	58	20	20	51
	Language	--	--	--	42	77	8	8	42	58	19	19	50
	Mathematics	--	--	--	60	77	29	29	63	61	22	22	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

Sun Valley High School

School Site Council

Council Composition	Council Duties
School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	35.00
Other Professional Staff	6.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	0	0	0
4 to 6 years	7	3	1	0
7 to 9 years	2	2	0	0
10 or more years	1	3	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certificaton.	12
Percent of teachers in the school with Emergency/Provisional Certification	34%
Percent of core classes not taught by Hightly Qualified Teachers	NC

Resources Available at School Site

Special Facilities

Ü Mobile and Stationary Computer Labs   Ü Online education lab

Ü College and Scholarship Research Ctr

Extracurricular Activities

Ü Yearbook   Ü National Honor Society

Ü Prom Committee

Ü Drama Program

Ü Service Learning/PRIDE Program

Social Services

Ü On-site Counseling--Social Worker   Ü SLC Mentoring Program

Ü Community Wellness - Vision & Hearing

Ü Healthy Kids Dental - Dental Services

Ü Free Daycare

Sun Valley High School

School Achievements/Accomplishments 2004-05

Ü The graduating class of 2004-05 was nearly 300 strong. Our students continued their successes after graduation by enrolling in community colleges, enlisting in the Armed Forces, joining a variety of Technical Programs,and entering the work.

Ü We received our North Central Association accreditation in 1999-2000.

Ü Acheived AYP for 2005/2005

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	91	95	94	95
Transfers Out Rate[5]	55	12	12	17
Transfers In Rate[6]	192	28	28	37
Stability Rate [7]	44	87	87	82
Promotion Rate [8]	33	96	95	81
Retention Rate [9]	9	1	1	3
Dropout Rate [10]	41	0	1	6
Status Unknown[11]	23	0	1	4
Graduation Rate[12]	51	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

Sun Valley High School

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We maintain a pro-active approach to issues of safety. We contract with the Mesa Police Department to have off-duty officers on campus during school hours as a preventative deterrent.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Roxanne Brooks	(480) 497-4800
Community Resources		
School Nutrition Programs		
Parent Organization		
Student Health/Nurse	Linda Rodriguez	(520) 497-4800

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to http://www.ade.az.gov/AIMS/default.asp

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages   X   .0318   Per page   X   0   Copies   = $0.00

** If total cost of printing = $0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.